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ABSTRACT

This document consists of the three volume IX issues of "Volunteer Voice," a newsletter of the Tacoma Community House Training Project. The first issue consists of one teacher's personal account of English-as-a-Second-Language (ESL) teaching and includes the following: an annotated list of ESL text books, a list of activities resources, publications consisting of pictures and visuals, pronunciation guides, literacy books, vocational ESL resources, storytelling and culture books, resources on language learning and teaching methods, and miscellaneous items. The second issue describes specific teaching techniques including oral practice and literacy activities, as well as approaches to teaching about Halloween and information about Tet Trung-Thu, the Vietnamese mid-autumn festival. The third issue covers information on planning and managing field trips. It also includes an ESL Tutor Training Workshop Evaluation, advice on games, and a sample "gift game." (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Volunteer Voice

Volume IX, Nos. 1-3

The Training Project

Tacoma Community House

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VOLUNTEER VOICE

Volume IX, No. 1, Summer 1991
The Training Project
Tacoma Community House

BIBLIOGRAPHY

My first ESL position was as a volunteer classroom teacher in Boston. My students were Haitian immigrants living in nearby low income housing projects. Having had very little training, I was nervous and unsure of how to begin and what to do with my class. When the evening school coordinator gave me a box of ESL books that had been donated to the program, I tore it open excitedly, sure I would find the perfect book -- the one with all the answers.

My excitement quickly became disappointment as I looked through the contents. The people in these books were blond and blue-eyed. They lived in raised ranches in the suburbs. The men were astronauts, architects and lawyers; the women were housewives. Real life situations depicted included finalizing plans for the family vacation (by plane), taking a taxi, and making arrangements on the phone with the son's private tennis instructor. The people in these books seemed, except for the fact that they didn't speak English, to be rather well-off middle class Americans. Although I hadn't met my students yet, I thought that they would have little in common with these people.

The people in these books had conversations like "What is that?" "It's a suitcase." "Is it new?" "No, it isn't. It's old." Would practicing

dialogs like these enable my students to navigate the Boston subway system? Report a leaking sink to their landlord? Decipher a letter from their children's teacher? The excercises in these books were repetitive drills removed from any meaningful context. Who cares what color Mrs. Watson's skirt is or how long Jack has been playing chess.

BEST COPY AVAILABLE

Needless to say, the perfect book I hoped to find was not in that box. Those books were hopelessly outdated, based on language learning theories that had long since been abandoned, written before the age of "holistic language" and the "natural approach", before the flood of Southeast Asian refugees to the United States changed the way we looked at second language instruction.

Unfortunately, I soon realized that, of course, the perfect book does not exist in any collection, no matter how extensive or cutting edge. But, luckily, there is an abundance of innovative and effective ESL texts from which to pick and choose...to supplement an original lesson plan, to gain fresh ideas and inspiration, or to adapt to suit a student's particular needs and level.

This bibliography includes those books that we in the Training Project have found to be especially useful and interesting. Appropriate ESL levels are indicated after each selection by the letters P, B and I (Preliterate, Beginning and Intermediate). Most of these books are in the Training Project's library at Tacoma Community House. Please feel free to come and take a look at the collection. There are comprehensive textbooks as well as books on activities, pronunciation, vocational ESL, visuals, storytelling, culture, and teaching theory and methodology.

Ordering information is on the last page. Although this information was updated in June 1991, prices may vary between distributors and are subject to change. If you need some help or more information, please give us a call at 682-9112 from Seattle or (206) 383-3951.

Have fun!

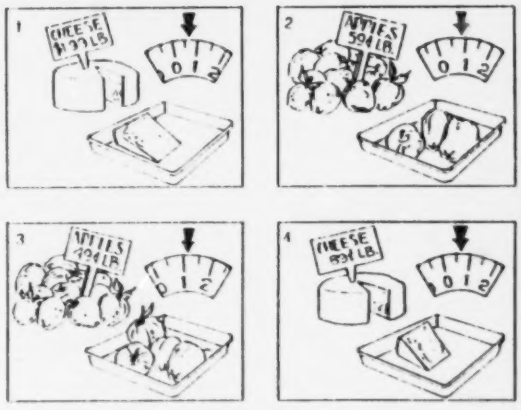
Jamie Treat

COMPREHENSIVE TEXTS

▸ **A New Start: Functional Course in Basic Spoken English and Survival Literacy** *Linda Mrowicki and Peter Furnburough, 1982, Educational Books, Student's Book $8.50, Teacher's Book $12.95, Literacy Workbooks 1 and 2 $5.95 each (Dormac)*

Survival curriculum for adult learners who are either literate or preliterate. Emphasizes oral skills, but introduces survival literacy such as reading signs. **P B**

OVER AND UNDER



A: A half pound of cheese, please.
B: It's a little over. It's $1.05.
A: That's OK, thanks.

from **A New Start**

▸ **Get Up and Go!** *Dennis R. Johnson, 1991, Dominie Press, $7.50, Teacher's Guide $8.95*

A multi-skill text for beginning literacy learners who have a limited degree of literacy. A teacher's guide is available. **B**

▸ **Milk and Honey: An ESL Series for Adults** *Michael Lanzano and Jean Bodman, 1981, Harcourt Brace Jovanovich, Books 1-4 $7.00 each, Workbook $5.00 (HBJ International)*

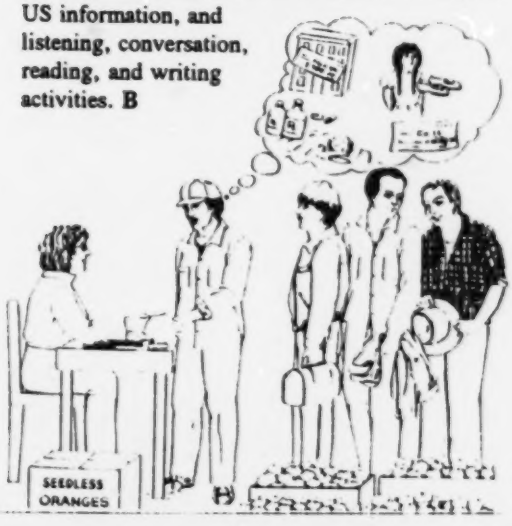
Four texts with accompanying workbooks make up this comprehensive series. Grammar, culture and functional uses of English are included. **B I**

▸ **Conversation Book: English in Everyday Life** *Tina Carter and Sandra Fotinos, 1985, Prentice Hall Regents, Books 1 and 2 $8.50 each*

Many small drawings provide topics for conversation and illustrate everyday situations. Dialogs, questions, and open-ended activities, plus writing activities. **B I**

▸ **Here to Stay in the USA: ESL/US Studies for Beginners** *Timothy Maciel with John Duffy, 1990, Alemany Press, $5.95, Free Teacher's Manual (Prentice Hall Regents)*

Units based on topics such as Housing, Health, and Shopping include photos, illustrated short readings, TPR scripts, communication strategies, US information, and listening, conversation, reading, and writing activities. **B**



from **Here to Stay in the USA**

How to Evaluate an ESL Text

Method:

Are the activities student-centered? Is the method consistent with your teaching approach and style?

Use:

Is the book easy to use? Is it flexible enough to be adapted to your student's needs and level? Are instructions to the teacher included or available?

Subject Matter:

Is the subject matter current and interesting? accurate? varied? appropriate for your student?

Appearance:

Is the book cluttered? Or easy to look at? Are the illustrations lively? realistic? clear? Do illustrations and photos represent both sexes? different races and ethnic groups?

Exercises and Activities:

Is there a variety of exercises and activities? Are they appropriate for a one-on-one situation or do they require a group? Do they promote meaningful communication? Is there adequate review of past lessons?

Culture:

Are sexist, racist and ethnic stereotypes avoided?

ACTIVITIES

▸ **Storylines - Conversation Skills Through Oral Histories** *Priscilla Karant, 1988, Newbury House Publishers, $14.50*

Conversational skill practice through role plays of the characters. Each chapter involves interviewing one of the characters and learning about his or her past. For small groups. **I**

▸ **101 Word Games** *George McCallum, 1980, Oxford University Press, $8.50 (Alta)*

Another grab bag book. Lots of games -- some classic, some original -- all great ideas to liven up a class or tutoring session. Most games are designed for small groups but can be adapted to the tutoring situation. **P B I**

▸ **Action Plans: 80 Student-Centered Language Activities** *M. MacDonald and Sue Rogers-Gordon, 1984, Newbury House, $11.50*

A grab bag of activities divided into categories such as "games, "theater tech-niques", and "tape recorder/transcript". All actively involve the learner in talking or writing in English. Most activities are designed for small group and pair work, but many could be adapted to a one-on-one situation. **P B I**

▸ **Games and Butterflies** *Katherine Kennedy and Ellen Sarkisian, 1979, New Readers Press, $8.95*

Games to reinforce all the language skills. **P B I**

▸ **Index Card Games for ESL** *Raymond Clark, 1982, The Experiment Press, $8.50 (Alta)*

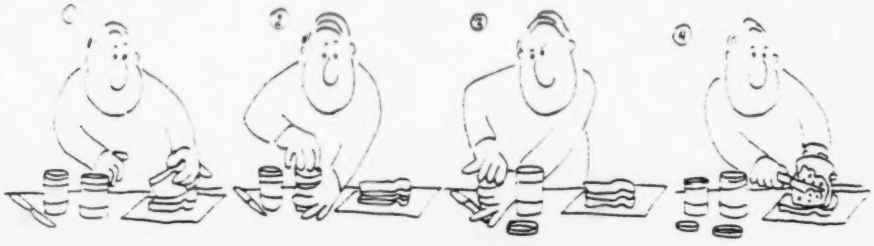
Six basic games that can be adapted to all levels of students to practice literacy and conversational skills. **P B I**

▸ **Communication Starters and Other Activities for the ESL Classroom** *Judy Winn-Bell Olsen, 1977, Alemany Press, $10.95 (Alta)*

Many different activities for all levels of students. **P B I**

▸ **ESL Operations: Techniques for Learning While Doing** *Gayle Nelson and Thomas Winters, 1980, Newbury House, $11.95*

Over 40 lessons, each based on TPR. Daily activities, such as "Operating a Cassette Recorder" and "Lighting a Candle" are the basis for acquiring and practicing language. **P B**



from **ESL Operations**

▸ **Before Book One: Listening Activities for Pre-Beginning Students of English** *Mary Ann and John Boyd, 1982, Regents Publishing Co., Student Book $8.50, Teacher's Manual $5.40, Cassettes $96.90 (Alta)*

Activities center on listening and non-verbal responding based on communication situations, e.g., writing down a phone number. Designed for very low-level students. **P**

▸ **Talk About Values: Conversation Skills for Intermediate Students** *Irene E. Schoenberg, 1989, Longman Inc., $7.95 (Alta)*

Drawings, situations, and exercises encourage students to discuss values. A variety of fun activities allow the students to talk about their lives. **I**

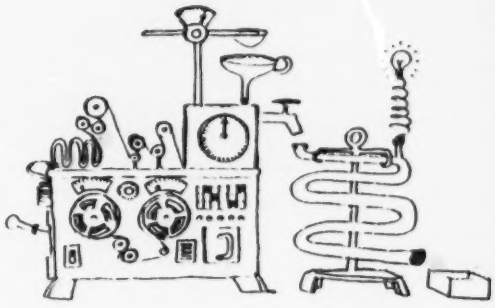
from **Talk about Values**

▸ **Stepping Out: A Teacher's Book of Real-Life Situations** *Cristine Bunn and Sharon Seymour, 1989, Collier Macmillan, $21.95 (Delta)*

Practicing with calendars, want-ads, price tags, maps, menus and schedules to stimulate conversation, and fill-in-the-blank activities. **B I**

▸ **Purple Cows and Potato Chips** *Mary Ann Christison and Sharron Bassano, 1987, Alemany Press, $19.95 (Alta)*

A wide variety of fun activities that encourage the use of all senses. **P B I**



Part of the machine	What it does
1	
2	
3	
4	
5	

from **Purple Cows and Potato Chips**

▸ **Springboards: Interacting in English** *Richard Yorkey, 1984, Addison-Wesley, $8.60 (Alta)*

Lessons that develop reading and writing and encourage oral communication. Memory puzzles, logic games, crossword puzzles and other fun activities can change classroom pace. **I**

VISUALS

▸ **Picture Stories for Beginning Composition** *S. Heyer, 1983, Prentice Hall Regents, $11.00*

Funny stories, good visuals and lots of practice with controlled writing. Especially useful for developing vocabulary, spelling and listening ability. All of the stories have a punch line, but beware! As is true with humor, not all the jokes translate across cultures.

▸ **Looking at American Signs: A Pictorial Introduction to American Language and Culture** *Jann Huizenga, 1990, National Textbook Company, $4.75*

Many real-life photos on a variety of practical topics. Excellent visual aids for any level.

▸ **New Oxford Picture Dictionary of American English** *E.C. Parnwell, 1984, Oxford University Press, $6.50 (Alta)*

Each page illustrates a topic (e.g., Tools, The Law, Kitchen), with vocabulary lists. **P B I**

▸ **Action English Pictures** *Maxine Frauman-Prickel, 1985, Alemany Press, $15.00 (Prentice Hall Regents)*

Contains over 50 picture sequences of daily events. Can be used to build vocabulary, practice grammatical structures, incorporate into TPR activities, or as the basis for conversational and written activities. **P B I**

▸ **Drawing Out** *Sharron Bassano and Mary Ann Christison, 1991, Alemany Press, $17.00 (Prentice Hall Regents)*

Describes activities to get students drawing and talking about their experiences and feelings. Includes many examples of student art and writing samples. **P B I**

She old and walk slow.
She have cane for walk.
She dress funny. I wonder
where she going.

from **Drawing Out**

▸ **Speaking of Pictures** *Kathleen Kelley Beal, 1981, Steck-Vaughn Co., Books 1, 2, and 3 $6.60 each, Teacher's Guides $5.95 each*

Each of three booklets contain twenty full page line drawings of life scenes with suggestions for vocabulary development, TPR activities, conversation, storytelling, and written pattern practice. Teacher's guides include additional communication activities that use the outside world as teaching tools. The variety of activities using concrete pictures and objects make this series adaptable to various levels. **P B I**

From **Action English Pictures**

from **Look Again Pictures**

▸ **Look Again Pictures for Language Development and Lifeskills** *Judy Winn-Bell Olsen, 1985, Alemany Press, $15.00 (Prentice Hall Regents)*

Lessons designed around pairs of pictures. As students identify the differences between the pairs, they practice vocabulary and grammar, and explore aspects of American culture. **P B I**

PRONUNCIATION

▸ **English Pronunciation Exercises for Japanese Students** *Harriet Grate, 1974. Regents Publishing Co., $16.55 (Alta)*

Probably the best overall text for improving pronunciation of most ESL students, regardless of origin. Includes a diagnostic checklist and many drills. **P B I**

▸ **Whaddaya Say? Guided Practice in Advanced Spoken English** *Nina Wallerstein, $11.55 (Alta)*

Helps students improve their listening comprehension of informal, everyday, spoken English. Contrasts careful, slow pronunciation with relaxed, fast pronunciation. **I**

▸ **Back and Forth: Pair Activities for Language Development** *A. Palmer, T. Rodgers and J. Winn-Bell Olsen, 1985, Alemany Press, $19.95 (Alta)*

Pair activities to stimulate listening and speaking skills. Various activities involve a detailed information exchange between partners that not only gives students conversation practice, but also requires correct pronunciation to communicate. **I**

from **Whaddaya Say?**

LITERACY

▸ **Entry to English Literacy: A Real Life Approach** *Kathleen Kelley Beal, 1991, Steck-Vaughn Co., Books 1-4 $6.12 each, Teacher's Editions $5.95 each*

Full of clear visuals to enhance exercises on letter and number recognition, letter/sound association, contrasts and sight words. Reading, writing, and review activities are based on everyday functions. In Book 2, student-produced writing is used to practice sight words and phonics. Teacher's editions provide step-by-step guides to objective, preparation and presentation of each lesson. **P**

from **Entry to English Literacy**

▸ **Access: Fundamentals of Literacy and Communication** *Steven Molinsky and Bill Bliss, 1990, Prentice Hall Regents, $6.75, Teacher's Guide $9.00, Cassette $16.00*

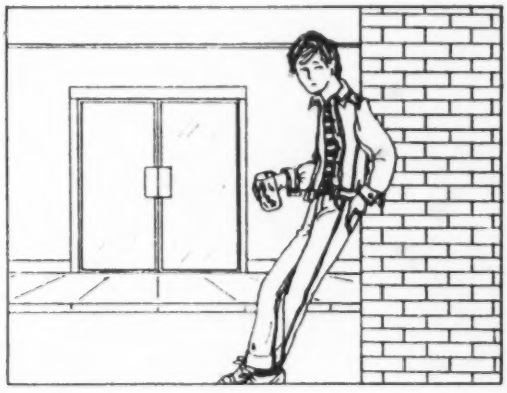
From the authors of "Side by Side", an ESL book for preliterate students. The first half of the book includes lots of handwriting and recognition exercises; the second half integrates structured dialog practice with matching and sight word exercises. The dialog exercises may need to be adapted to make them less abstract for learners at this level. **P**

▸ **First-Class Reader: An Integrated Skills Approach to Literacy** *Sharron Bassano and John Duffy, 1990, Alemany Press, $15.00 (Prentice Hall Regents)*

A beginning reader, starting with listening exercises and working up to writing words, phrases, and short sentences. Reproducible pages. **P B**

▸ **Impact! Adult Literacy and Language Skills** *Janice Motta and Kathryn Riley, 1982, Addison-Wesley, Books 1, 2, and 3 $8.50 each, Teacher's Guides $5.50 each (Alta)*

Each lesson includes a detailed illustration to stimulate conversation, a story, and exercises to check comprehension. **P B I**



1. He is holding a can of beer.
2. His name is David and he's 13 years old.
3. This boy's drinking is not legal.

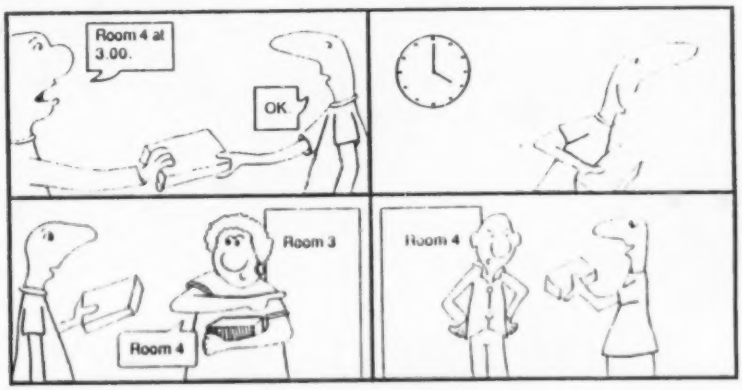
from **Impact!**

▸ **Picture Stories: Language and Literacy Activities for Beginners** *Fred Ligon and Elizabeth Tannenbaum, 1990, Longman, $10.95 (Addison-Wesley)*

Picture stories based on cultural topics, followed by a variety of exercises such as matching, fill-in-the-blank and ordering. Each unit is independent from the others, and instructions for the teacher are included. **P B**

▸ **Start Right! A Positive Approach to Literacy** *Karen Brinkman and Joanie Walker, 1991, Prentice Hall Regents, $8.00*

Taking a holistic approach to literacy, this book encourages the development of reading and writing at the same time that students develop speaking and listening skills. Teacher's guide available. **P**



from **Picture Stories**

▸ **In Print: Beginning Literacy Through Cultural Awareness** *Lynellyn D. Long and Janet Spiegel-Podnecky, 1988, Addison-Wesley, Student Book $9.76, Teacher's Manual $9.56 (Delta)*

A reading and writing text for low level literacy students. Many pictures and exercises to draw out discussion of cultural issues. Suitable for native English speakers as well. **P B**

from **In Print**

▸ **A Writing Book: English in Everyday Life** *Tina Kasloff Carver, Sandra Douglas Fotinos, and Christie Kay Olson, 1982, Prentice Hall Regents, $8.00*

Practical writing skills with such topics as banking, writing letters and other everyday tasks. Not suitable for pre-literates. **B I**

▸ **Language Experience Approach to Reading (and Writing): LEA for ESL** *Carol Dixon and Denise Nessel, 1983, Alemany Press, $13.00 (Prentice Hall Regents)*

A good introductory book on theory and a detailed guide to using LEA at all levels. **P B I**

VOCATIONAL ESL

▸ **The Working Culture, Book Two** *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, $8.00*

A good book on career development -- job counseling, applying, training, and promotions. **I**

▸ **Shifting Gears** *1983, The Experiment in International Living, Books 1 and 2 $19.95 each*

Developed for use by teachers in the refugee camps in S.E. Asia. Hands-on approach to vocational ESL with task oriented lessons. Multi-level. **P B I**

from **Speaking Up at Work**

▸ **ESL for Action: Problem Posing at Work** *Elsa Auerbach and Nina Wallerstein, 1987, Addison-Wesley, $11.00, Teacher's Manual $5.60 (Alta)*

Lessons for the workplace based on Freire's problem-posing approach. **I**

▸ **Speaking Up at Work** *Catharine Robinson and Denise Rowekamp, 1983, Oxford University Press, $7.95, Teacher's Manual $3.95 (Alta)*

Pre-employment curriculum for students with some literacy skills. Emphasizes languages activities which help students maintain and advance in their jobs. **B**

from **ESL for Action**

STORYTELLING

▸ **Tales from the Homeland: Developing the Language Experience Approach** *Anita Bell and Som Dy, 1985, Tacoma Community House, $7.00*

A guide for using the language experience approach, using student stories by a Cambodian woman as examples. **P B**

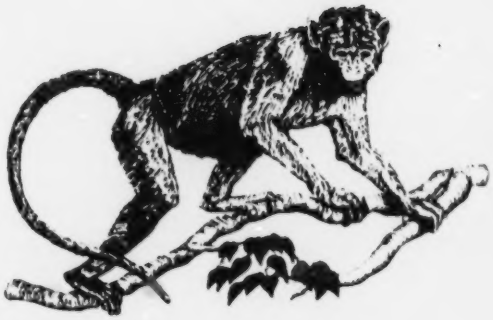
▸ **The New Arrival: ESL Stories for ESL Students** *Laurie Kuntz, 1982, Alemany Press, Books 1 and 2 $6.95 each (Alta)*

Short, personal stories about a Lao refugee who flees to a refugee camp and comes to the U.S. Provides conversation, reading, and writing activities. **P B**

from **The New Arrival**

▸ **Stories We Brought With Us: Beginning Readings for ESL** *Carol Kasser and Ann Silverman, 1986, Prentice Hall Regents, $13.00 (Alta)*

A collection of very short readings from around the world, each followed by true/false, matching, grammar, vocabulary, and comprehension exercises. Each story is presented in two versions - one simple and the other more complex. **B I**



from **In the Major Corridor**

▸ **In the Major Corridor: Stories for Whole Language Learning** *Holly L. Eubanks, 1991, Dormac, Inc., $5.95*

Ten stories from around the world, including China, Vietnam, the Soviet Union, North American Indian legend, and the Brothers Grimm. Grammar, comprehension, and story interpretation exercises are included. **I**

▸ **Tales from Around the World: Stories for Whole Language Learning** *Jeanne B. Becijos, 1991, Dominie Press*

Twelve folktales representing different areas of the world, with geographical, historical, and cultural information. Includes anticipation, comprehension, grammar, journal, and discussion activities. **I**

▸ **Bridge Across the Americas: Favorite Hispanic Stories** *Penelope Cameron, 1991, Dormac, Inc., $5.95*

Thirteen stories from Latin America, graduated in difficulty. Includes anticipation, comprehension, vocabulary and discussion activities. **I**

CULTURE

▸ **The Culture Puzzle: Cross-Cultural Communication for English as a Second Language** *Deena Levine, Jim Baxter and Piper McNulty, 1987, Prentice Hall Regents, $13.50*

Includes culture notes with examples of common misunderstandings and readings on key concepts from the field of cross-cultural communication. Focuses on how to use American English appropriately in its cultural context. **B I**

▸ **Good Neighbors: Communicating with Mexicans** *John Condon, 1985, Intercultural Press, $10.95*

Examines the relationship between U.S. citizens and Mexicans and gives insight into some of the cultural differences and potential areas of miscommunication.

▸ **American Cultural Patterns: A Cross-Cultural Perspective** *Edward C. Stewart, 1991, Intercultural Press*

A classic study of the assumptions and values of mainstream American culture as contrasted with other cultures of the world. Provides insight into the underlying patterns of U.S. culture and deepens one's knowledge and awareness in interacting with those from a different culture.

▸ **Face to Face: The Cross-Cultural Workbook** *Virginia Vogel Zanger, 1985, Intercultural Press, $10.95 (Alta)*

Students examine the similarities and differences between their own cultures and American cultures through readings and structured interviews with Americans. American values, customs, attitudes and non-verbal communication patterns are addressed. **I**

▸ **Refugee Information Series** *United States Catholic Conference, 1984, $2.00 each*

One guide for each refugee group: Vietnam, Laos, Highland Laos, Cambodia, Afghanistan, Ethiopia, Poland, Romania, Czechoslovakia, Hungary, Iran, Cuba and Soviet Jews. Contains a brief history, cultural information and an update on the refugee crisis for each of these ethnic groups.

▸ **The Working Culture, Book One: Cross-Cultural Communication for New Americans** *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, $8.00*

Situations to be discussed explore aspects of American culture -- attitudes, manners, and customs. **I**

LANGUAGE LEARNING & TEACHING METHODS

▸ **Language and Culture in Conflict** *Nina Wallerstein, 1983, Addison-Wesley, $18.92 (Alta)*

Describes and justifies the Freirean technique of problem-posing as the best method to teach language. Includes sample lessons for intermediate level students.

from **Language and Culture in Conflict**

▸ **Language Teaching Techniques** *Raymond Clarke, 1980, Pro Lingua Associates, $10.95*

This is a good basic teaching manual for the beginning tutor. As the author states in his preface, "A book such as this one probably contains little that is truly original." However, the techniques are tried and true and worth passing on. The book has clear explanations with good examples and delightful illustrations.

▸ **Techniques and Principles in Language Teaching** *Diane Larsen-Freeman, 1986, Oxford University Press, $7.95 (Alta)*

An analysis and comparison of eight common language-teaching methods for new and experienced teachers.

▸ **Learning Another Language Through Action** 3rd edition, *James Asher, 1986, Sky Oaks Publications*, $12.95

A teacher's complete guidebook on the Total Physical Response approach to teaching language.

▸ **The Natural Approach: Language Acquisition in the Classroom** *Stephen Krashen and Tracy Terrel, 1983, Alemany Press, $11.95 (Alta)*

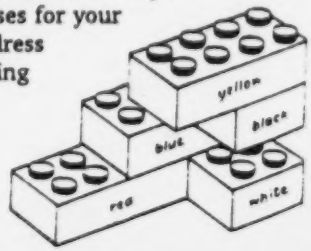
Presents the authors' comprehensive view of how language is acquired and how it can best be taught in the classroom.

▸ **One to One: A Teacher's Handbook** *Peter Wilberg, 1987, Language Teaching Publications, $16.95 (Alta)*

Explores in-depth the unique advantages of tutoring language one-on-one. Includes several techniques and different roles a tutor can assume.

▸ **Teaching Listening Comprehension** *Penny Ur, 1984, Camridge University Press, $12.95 (Alta)*

An in-depth discussion for the ESL teacher of what is involved in understanding spoken language. This book offers ways to design exercises for your student that address particular listening comprehension difficulties.



from **Teaching Listening Comprehension**

from **Speaking of Pictures**

MISCELLANEOUS

▸ **Basic English Grammar** *Betty Azar, 1984, Prentice Hall Regents, $18.00*

Full of grammar charts and exercises. Works well as a text for students with a lot of formal education or as a tutor reference. However, the vocabulary is too extensive and the explanations and exercises are too abstract to be effective with students with little or no formal education in their own language. I

▸ **Preventive Mental Health in the ESL Classroom: A Handbook for Teachers**
J. Cohon, et al, 1986, American Council for Nationalities Service, $6.50

Discusses the role of the ESL teacher in the resettlement process for refugees. Because of the traumatic experiences that refugees often go through and the difficulty of adjusting to life in a different culture, refugees are at greater risk for mental health problems than the population at large. The ESL class can play an important role in reducing the psychological distress refugees may experience. Ways to help students with stress reduction and mental health difficulties are suggested.

▸ **Small Talk** *Carolyn Graham, 1986, Oxford University Press, $10.95, Cassette $27.50*

"Jazz chants" use rhythm and repetition to teach English structures, conversational phrases, intonation and pronunciation. Organized by functions such as "Saying Good-bye" and "Giving and Receiving Thanks", each unit including chants from beginning to advanced levels. Exercises follow. Teacher's instructions included. B I

ORDERING INFORMATION

It's easiest to order books by phone through a distributor such as Alta or Delta. These are included in parentheses after each listing in the bibliography. Otherwise, contact the book's publisher. Here's the information you'll need:

Addison-Wesley/Longman Publishing Group
(800) 447-2226
Customer Service Department
Route 128
Reading, MA 01867

Alta Local Representative (206) 839-6638
Warren Beecraft
P.O. Box 3481
Kent, WA 98032

Alta Book Center (800) ALTA/ESL
14 Adrian Court
Burlington, CA 94010

American Council for Nationalities Service
95 Madison Avenue
New York, NY 10016

Delta Systems, Inc. (800) 323-8270
570 Rock Road Dr., Unit H
Dundee, IL 60118

Dominie Press, Inc. (800) 232-4570
11568 Sorrento Valley Road, Suite 12
San Diego, CA 92121

Dormac, Inc. (800) 547-8032
P.O. Box 270459
San Diego, CA 92128

The Experiment in International Living
(802) 257-7751
Kipling Road
Brattleboro, VT 05301

Intercultural Press, Inc. (207) 846-5168
P.O. Box 700
Yarmouth, ME 04096

New Readers Press
Box 131
Syracuse, NY 13210

Newbury House (800) 638-3030
Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

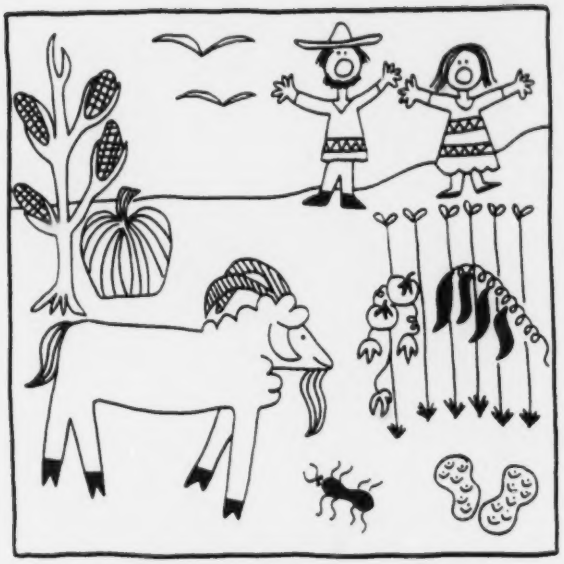
Prentice Hall Regents (201) 767-5937
Mail Order Processing
200 Old Tappan Road
Old Tappan, New Jersey 07675

Sky Oaks Publications (408) 395-7600
P.O. Box 1102
Los Gatos, CA 95031

Steck-Vaughn Company (800) 531-5015
P.O. Box 26015
Austin, TX 78755

Tacoma Community House (206) 383-3951
P.O. Box 5107
1314 S. "L"
Tacoma, WA 98405

USCC (202) 659-6825
1312 Massachusetts Avenue N.W.
Washington, D.C. 20005



from **Stories We Brought With Us**

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VOLUNTEER VOICE

Volume IX, No. 2, Fall 1991
The Training Project
Tacoma Community House

In This Issue...

This Fall is, as always, one of our busiest times of the year. We have a record number of trainings - sixteen - scheduled for September and October in Seattle, Bellingham, Spokane, Bremerton, Tacoma and Olympia. It's also time for WAESOL's Annual Conference - a great opportunity for volunteers to learn more skills and to meet other ESL volunteers and professionals. Details are provided on page 2.

The next few months also bring some fun topics for ESL lessons - American holidays. Knowledge about our holidays and the traditions associated with them helps newcomers feel more a part of things. Many of our customs - such as carving jack-o-lanterns or baking Thanksgiving pies - offer rich possibilities for language lessons.

You may choose to explore cultural issues that can arise from certain holidays. Our celebration of Halloween, for example, may contrast sharply with your student's background in terms of religion and/or the supernatural. Inside is a problem-posing story about Halloween developed for use with Soviet Pentecostal students, but adaptable to other nationalities and religions as well.

Students are often eager to share their native holidays too. Many countries celebrate the harvest in some way; some have holidays centered around children or involving costumes of some sort. If you have a Vietnamese student, for example, you may want to find out more about that country's Autumn Festival, described on the back cover.

Finally, this issue includes some techniques for using grids with ESL students of all levels.

I hope to see you at WAESOL!

Jamie

WAESOL CONFERENCE 1991

DIALOGUE

November 1 - 2, 1991
University of Washington
Seattle, Washington

This conference, sponsored by the Washington Associaton for the Education of Speakers of Other Languages (WAESOL), includes concurrent presentations, workshops and discussions on topics such as curriculum development, teaching techniques, research and theory, and cultural issues. Many will be of special interest to tutors of refugees. For example, one of our trainers, Elisabeth Mitchell, will be part of a group presenting on "Oral Histories with Refugee Women", a project carried out at the Refugee Women's Alliance in Seattle.

The latest in ESL/EFL materials will be on display (and for sale) throughout the conference. A Friday Happy Hour, Ethnic Dinners on Saturday and a Buffet Lunch: Idea Exchange are also planned. (Not included in registration fee.)

The registration fee ranges from $30.00 to $50.00 and includes one year's membership in WAESOL. Those who volunteer for four hours will be reimbursed $10.00.

For more information contact Andrea Insley, Conference Chair, at 587-3898.

Soviet Christians

Unlike most refugees since World War II, Soviet Christians have fled their homeland due to religious, rather than political, persecution.

The majority of these are Pentecostals with fundamentalist beliefs and a very solemn and serious attitude toward spiritual matters. Believers may support the concept of living apart from sinful society. They do not allow drinking or smoking and frown on entertainment.

Problem Posing

Judy De Barros of the Refugee Women's Alliance in Seattle developed the following format for discussing cultural differences. The story, based on an actual incident, was written up at the volunteer tutor program at Centralia Community College.

You may be able to adapt this exercise to your student's cultural background and present situation.

HALLOWEEN

Nina, the 6 year old daughter of Sonia and Fedya, had just entered first grade in Chehalis. She was learning English quickly and seemed to be happy. One day towards the end of October, Nina came home and asked her parents if she could have a Halloween costume. Her class at school was going to have a party the next day and all the children were going to parade around the school in their costumes and her friends were asking what she was going to wear. Sonia and Fedya had learned about Halloween in their ESL class and they knew that some of the children would be dressed up as witches and devils. They really didn't want Nina to participate in this activity. When they told her no, she cried and said, "But all the other kids get to!"

1. *How do Sonia and Fedya feel?*

2. *Why don't they want their daughter to participate?*

3. *Do you agree with Sonia and Fedya?*

4. *How does Nina feel? Why does she want a costume?*

5. *Have you said no to things your children have asked to do in the U.S.?*

6. *Do you have any worries about your children growing up in the U.S.?*

7. *What can be done about some of these worries?*

Adapted from: Tutoring Russians, Centralia College, 1990

TEACHING TECHNIQUE

GRIDS

Tuyet	✓	✓	✓	X
Minh	✓	X	✓	X
Tran	X	✓	✓	X
Kathy	✓	X	✓	X

I like using grids with ESL students because lots of information can be presented in a meaningful way. The information in the grid is relevant to the student (about and/or supplied by her) and is immediately accessible in the form of pictures, symbols, single words or short phrases. Grids work well not only with preliterate students, since little literacy is required, but also as a "bridge" to conversation with more "bookish" students who tend to want to have things written down. The following activities are based on the sample grid to the left.

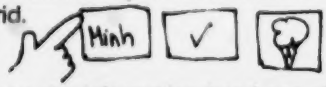
PROCEDURE

1. **Introduce topic** using a dialogue, picture, tape, TPR activity or discussion.

2. **Draw the grid** on the board or a piece of paper.

3. **Elicit information from the student** to fill in the grid. At this point, do not worry about <u>how</u> a student tells you, just that you get the information. If you are working with a group of students, include their names in the left column. If you have only one student, she can suggest names of family members or friends. (Include yourself!)

4. **Model the material** by giving a statement (i.e. "Minh likes ice cream") while pointing to appropriate squares on the grid.
   Give several examples.



5. **Practice the material orally**. Once the information has been elicited, recorded, and modeled, pick and choose from the activities below. A low level student may at first simply respond physically or with a minimum verbal response.

6. **Do optional literacy activities.**

ORAL PRACTICE ACTIVITIES

- Tutor makes a statement suggested by the grid (i.e. "Tran doesn't like pizza"). Student:
  - points to appropriate squares in grid.
  - identifies it as "true" or "false" (or "right" or "wrong"). A higher level student can change false statements to make them correct.
  - repeats.

- When student is familiar with the procedure (i.e. point to subject → verb → object), have her point to squares and you provide sentences. Student is able to formulate her own responses silently, and then compare to your statement. For a higher level student, you may want to check her comprehension by giving one or two WRONG responses.

- Point to squares and have students produce appropriate statements.

- Practice various types of questions and answers.
  - **Yes/No questions**
    (i.e. "Do you like ice cream?", "Does your daughter like ice cream?")
  - **Either/Or questions**
    (i.e. "Does Minh like coffee or tea?", "Who likes ice cream, your husband or your daughter?")
  - **WH questions**
    (i.e. "Who doesn't likes ice cream?", "What does Tran like?")

  (Student should practice both asking and answering.)

- Have student count, add, compare, contrast, analyze, summarize, generalize or speculate about the information presented in the grid (i.e. "How many people in your family like coffee?", "What do most people in your family like?", "Do many Vietnamese like pizza?") and learn words and phrases to make connections (i.e. "I like coffee <u>but</u> my husband doesn't", "My daughter doesn't like pizza, <u>and neither do I</u>").

- Rephrase the statements (i.e. instead of "Tran likes coffee" use "Your/My oldest daughter likes coffee").

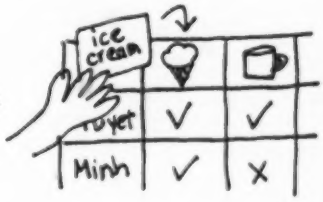
- Introduce new vocabulary suggested by the grid (i.e. "prefer", "everybody", "nobody").

- Discuss the information in a general way: how often you and your student eat a particular food item, where it is obtained, how it is cooked or served, whether or not your student ate it in her country.

- Have student fill in similar grid by interviewing co-workers, neighbors, friends.

LITERACY ACTIVITIES

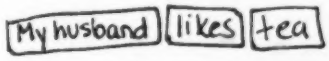
Student can:



- Match vocabulary words on index cards to various squares in grid.

- Write sentences or paragraphs using information in grid.

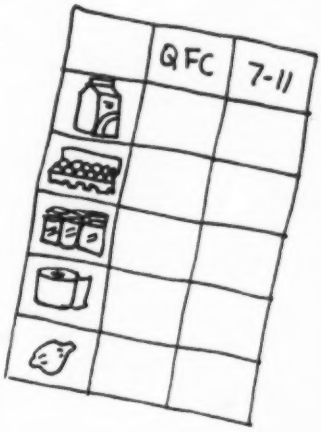
- Combine parts of sentences to match information in grid.



- Complete cloze (fill-in-the-blank) exercises.

Many of the oral exercises can be adapted into written exercises. For example, have student respond to written True/False statements or answer written questions.

OTHER GRID IDEAS



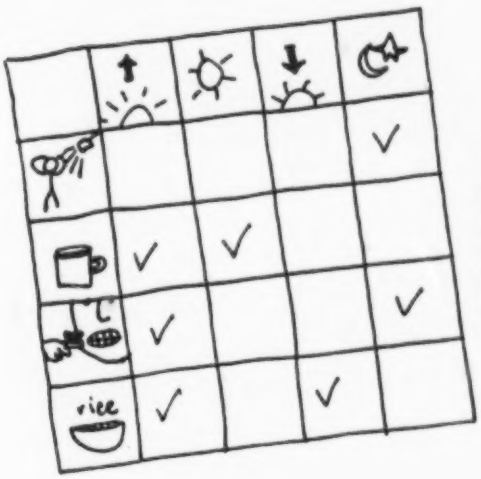
Grids are a good format to use for exploring and discussing cultural differences. The grid on the far left, for example, compares food and cooking practices in Cambodia and the U.S. ("In Cambodia we cook over a fire. In the U.S. we cook on a stove.") Other possible topics are relationships, weddings, schools, geography and medicine.

Recording prices at different stores on a grid (such as the one on the left) can enhance a lesson on comparison shopping.

Keep a record of your tutoring sessions - who got there first, how each of you felt, what you talked about and pictures you looked at - in a grid like the one on the right. Use the information later to illustrate "always", "usually", "hardly ever" (i.e. "Peter usually gets here first.") or as a basis for language experience. Make predicions about the next week (i.e. "I think I'll be excited next week because my friend is visiting from California."

	Sept. 3	Sept. 10	Sept. 17	Sept. 24
	Pete:	Peter	Peter	Van
Van	tired	happy	homesick	good
Peter	hungry	great	OK	hungry
	cars	Vietnam	w	
	cars	Van's family		

	Sat.	Sun.	Mon.
	✓	✓	✓
	✓	✓	X
	✓	X	X
	✓	X	✓



The above grid could be used to practice yes/no questions in the past tense ("Did you watch TV yesterday?"), expressions of time ("two days ago", "the day before yesterday"), and past tense ("I worked on Saturday and Monday"). Discuss daily routines ("I brush my teeth in the morning and at night.") using the grid on the left.

	mechanic Programs		
	Diesel	Marine	Small Engine
How long?			
How much?			
pre-requisites			
Potential salary			

A limited English speaker may be overwhelmed by the many things to consider when choosing a vocational training program. Organizing the information in a chart may facilitate discussion of the possibilities and aid in decision making as well.

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Mid-Autumn Festival

Mid-Autumn Festival (Têt Nhi-Dôňg or Têt Trung-Thu) has been a Vietnamese tradition for many years. This festival falls on the 15th day of the 8th lunar month, when the moon is brightest and fullest. Although the festival was organized for children, adults are involved as well.

Schools close for the day and children make lanterns of various shapes - for example, like butterflies, fishes, stars, or the letter S (to represent the shape of Vietnam) - out of very thin colored paper and thin bamboo sticks. These lanterns, which hold candles inside, represent the moon and are used as a source of light for the children after dark. At night the children circle the neighborhood, dancing and singing the festival song. Afterwards, they hang the lanterns on their porches to signify their participation. Adults serve moon cake (Banh Trung Thu) and tea. They also make groups of dancing dragons that liven up the neighborhood, and gifts are given to the elders and close relatives.

From THE ORIGINAL TRACKS: 1983 Portland Foxfire Project

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VOLUNTEER VOICE

Volume IX, No. 3, Winter 1992
The Training Project
Tacoma Community House

Everybody warned me before I moved here from New Mexico, and now I know it's true...it rains a lot in the Northwest. The weather can be awfully dreary this time of year, and you may be searching for a pick-me-up for your tutoring sessions. You and your student may opt to stay in, make yourselves as cozy as possible, and liven things up with "fun and games", or you may go in the opposite direction...brave the rain and cold and venture out into the community on a field trip. Either approach will provide many opportunities for vocabulary development, structure practice, meaningful conversation and cultural exchange. This issue of Volunteer Voice includes some suggestions for planning a field trip (with examples), ideas for games and a sample board game. Have fun!

The Training Project will hold its tenth annual Volunteer ESL/Refugee Concerns Conference on May 2 the University of Puget Sound in Tacoma. The next newsletter will have all the details, including a registration form. It's a great event...don't miss it!

-- Jamie Treat

FIELD TRIPS

At the heart of every successful field trip is a clearly defined and structured task that brings the student in direct contact with the language and culture of her new surroundings. The tutor's job is to help the student define the task, prepare the student to complete the task, and afterwards, help her analyze what she has learned.

The student will be able to use language you have practiced together in class in a real situation (and will undoubtedly encounter new expressions, words, and grammatical structures you haven't covered.) She may learn factual information, gain insights into American culture, and increase her self confidence.

BEFORE THE TRIP:

Choose a destination related to what you have been discussing in your tutoring sessions or have your student pick from several possibilities. (See the TCH Training Project Volunteer ESL Tutor Handbook for ideas.) You might choose a place that the student has never been to or go to a place the student visits often.

Speak with a contact person (or visit) your destination in advance, if appropriate. Describe your ESL program and the purpose of your trip. This person may be able to recommend a particular day or time to visit, suggest activities, make any special arrangements, or provide materials such as brochures or applications to use in preparing your student.

Involve your student in planning the trip as much as possible and pique her interest through anticipation exercises.

- Is there a similar place or institution in the student's country? What is it like? If you were planning a trip to a thrift store, for example, you could ask:

  In your country, what do people do with old clothes?
  Can you buy/sell used clothing in your country?

- What does the student already know about the destination? Introduce and/or review vocabulary related to your destination using pictures or "brainstorming". Your student may come up with some of these words to describe a thrift shop.

  cheap sell old used ripped
  buy price clothes second-hand

- What does she want to find out? How can she find out, by observing or by asking questions? What questions can she ask?

- If your destination is a place your student has never been, discuss (and write down or record) the student's expectations and preconceptions. You may need to ask some leading questions.

  What kind of people shop at a thrift store?
  What are the people who work there like?
  Will the store be crowded?
  What are some things you can find at a thrift store?
  What are some things you can't find at a thift store?
  Are prices set?

- Find the destination on a map and discuss how you will get there. Practice asking for, giving and following directions on how to get there by foot, by bus or by car.

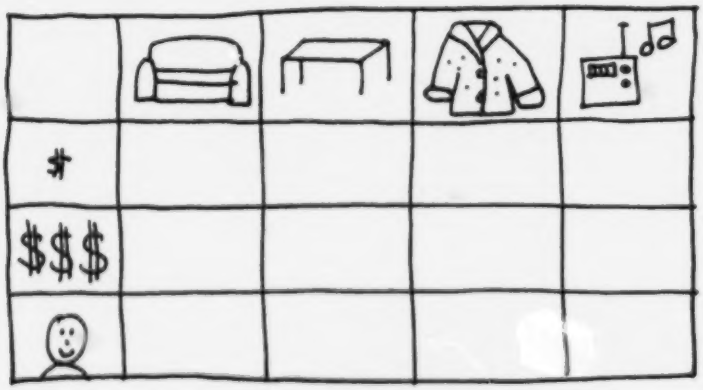
Design activities that will enable your student to handle interactions that may occur during the field trip and to build her confidence.

- Practice the vocabulary and structures that your student might need to accomplish her task through drills, structured dialogs or role plays.

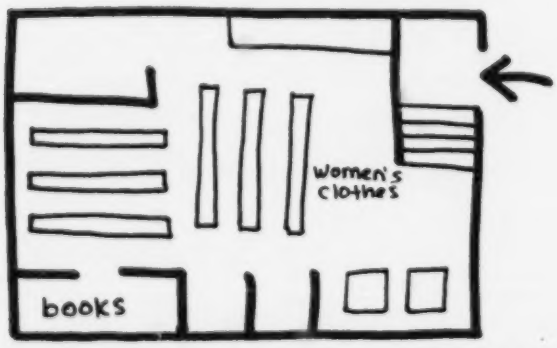
DURING THE TRIP:

A low level student may be more comfortable with tasks that do not involve interaction, for example: observing, copying, listening. Tasks for a more advanced student may require extensive oral/aural communication. Tasks can be centered around obtaining information, using language, or cultural observation -- or a combination of these. Your student may be able to develop her own tasks. Some possibilities are to have your student:

- Find the "cheapest" and "most expensive" sofa and record the price, then draw or describe the sofa she liked the most.



- Label a floor plan of the store. (This may be confusing for a preliterate student. A variation is to simply observe and report the location - Aisle 4, on the top shelf, in the back of the store, near the cashier, next to the books - of various items. Literate students can make notes in their own language.)



women's clothes ✓
men's clothes
dressing rooms
cashiers
books ✓
lamps
furniture
dishes

- Ask salesperson if the store sells particular items, where they are and/or how much they cost. (You might give your student a list of items that would be difficult for her to locate on her own, so she has to ask.)

- Interview the manager with the questions developed in class:

  Where do you get your clothes?
  How often do you get more clothes?
  Can I return something if it doesn't work?
  How old is this store?
  How many people work here?

- "Haggle" for a bargain at a store where prices are negotiable (check first).

- Take photos as a record of the trip or of specified items, places, people.

- Collect "souvenirs" such as business cards, matchbooks, menus, coupons, receipts, signatures, labels, etc.

- Copy signs or other "environmental print" to discuss back in class.

AFTER THE TRIP:

Have student evaluate the trip...was it fun? interesting? useful? too long? too short? How about the destination itself ...was it convenient? clean? would the student like to go there again? shop there? eat there? work there?

Do follow up activities.

- Look back at student's original questions. Were they answered? What additional information does the student want or need to find out? How can he do that?
- Review student's preconceptions and expectations....were they accurate? What was surprising?

- Write a thank you note to contact person (if appropriate).

- Put photos in consecutive order or categorize. Write captions or labels. Organize into a scrapbook (along with other souvenirs) or make a wall poster.

- Write up the trip using the Language Experience Approach.

A sample page from Get Ready! Go! Home Free!, a book about ESL field trips by Kathleen Santopietro (Delta Systems Co. Inc., 1988).

Fold Here

Illustration from Bridge Across the Americas: Favorite Hispanic Stories
(by Penny Cameron, Dormac, Inc, 1990)

Tacoma Community House Training Project
ESL TUTOR TRAINING WORKSHOP EVALUATION

(Please return form after completing at least 12 hours of tutoring)

Immediately following the Tacoma Community House Basic ESL Training, you gave your trainer a written evaluation of the workshop, commenting on the content and your trainer's style. When asked, "How valuable was the workshop content in meeting your needs?" many of you said "I'll know more after I've tutored a while." Well, this is your opportunity to tell us how well the workshop prepared you for your tutoring, what you wish you'd known before, and what you'd like now. Your comments will help us shape our future trainings.

Please send your evaluation by March 10, 1992. If you haven't completed 12 hours of tutoring by that time, save the evaluation and send it later.

Today's Date _____

Please write number code above name on mailing label.

Volunteer Program Name _____

City _____

Approximately how many hours have you spent tutoring? _____

How well did the workshop prepare you for tutoring?

___ I was very well prepared.

___ I was basically prepared, but there were definite gaps.

___ I was fairly unprepared.

What was the most helpful thing you learned at the workshop?

What do you wish you had learned initially?

What would you like to learn now?

Any final comments?

Carefully remove page from newsletter, fold into thirds, tape or staple ends, and then send to:

The Training Project, Tacoma Community House

Fold Here

The Training Project
Tacoma Community House
PO Box 5107
Tacoma, WA 98415

CONTACT ASSIGNMENT / LEVEL A GO!

Name _____ Date _____

Store Name _____

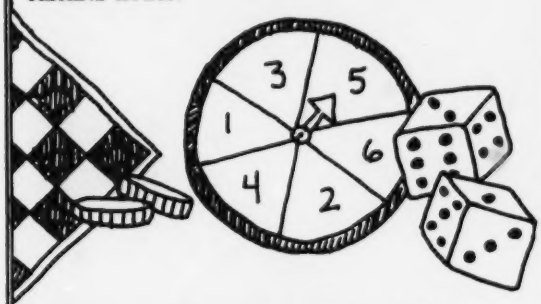
1. What time does the store open? _____
   What time does the store close? _____
2. Where is the shampoo? aisle ____
   Where is the hand soap? aisle ____
   Where is the Kleenex tissue? aisle ____
   Where is the aspirin? aisle ____
3. Is there a restroom in the store? _____
4. What can you buy on aisle 4? (List four items.)
   _____ _____
   _____ _____
5. Name two items on sale today.

item	brand name	regular price	sale price
_____	_____	_____	_____
_____	_____	_____	_____

6. What's the pharmacist's name? _____
7. How many customers are shopping on aisle 5? _____
8. What's the store manager's name? _____
9. Find the hand soap. How many brands are there? _____
   List the brand names.

10. Can you have a prescription medicine label printed in Spanish? _____ in any other language? _____

As an avid (but not particularly skillful) pool player, I always imagined taking my students to a pool hall. What a great source for language: locations (corner, side, left, right, back, here, there), adjectives (high, low, crooked, straight) and colors, adverbs (gently, hard), verbs (hit, tap, hold, aim, get change, win, put in some quarters) and expressions.....not to mention cultural issues!



Some games generate enough vocabulary, structure practice and discussion that just learning and playing the game is a valuable experience for your student. If you have a group of students, competition is a sure-fire way to spark students' attention and motivation. Even a prize of play money can bring out the students' competitive spirit. Consider playing:

- Commercial board games such as "Scrabble", "Clue", "Life", "Sorry"
- Children's games such as hopscotch, jacks, "Simon Says"
- Active/skill games such as miniature golf, shuffleboard, bowling
- Card Games such as "Go Fish", "I Doubt It"

With a little ingenuity, many games can be adapted to suit students of various levels or to focus on a particular language structure. The repetition often necessary to master a skill becomes "fun" when the student's attention is focused on some other goal than the skill being practiced. (Continued on back cover.)

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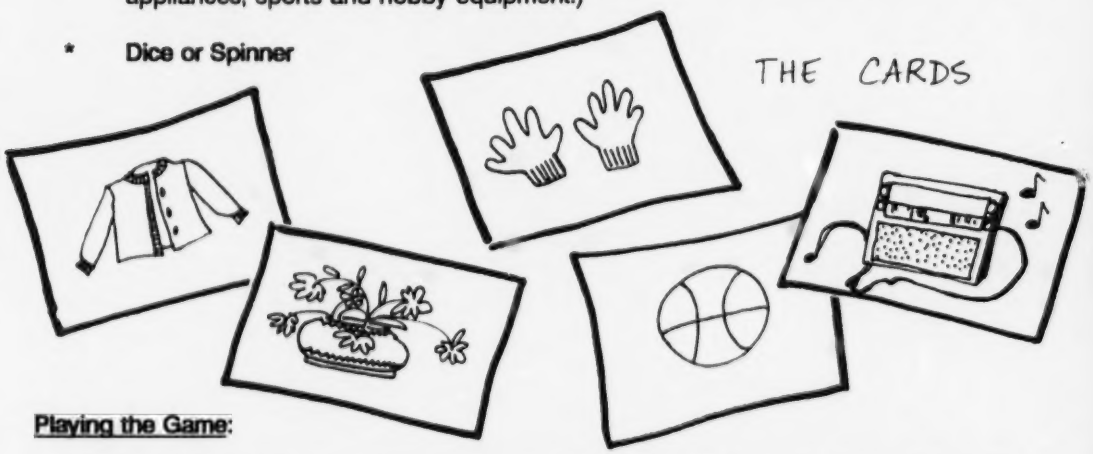
The Gift Game

Last November, at the Washington Association of Educators of Speakers of Other Languages (WAESOL) Conference, Bernice Ege-Zavala and Jan Peterson, both ESL teachers at Edmonds Community College, gave an idea-packed presentation entitled "Can't Start Talking: Speaking Activities for Low-Level Students." One of their ideas, "The Gift Game", is described below. The game can be tailored to individual students and is good for vocabulary and sentence structure practice.

Preparation/Materials:

* **Game Board** - Draw a game board with squares. In each square, write someone's name and a brief description (i.e. age, relationship). If possible, use people that your student knows. (See sample.)
* **Gift Cards** - Prepare several index cards with pictures of different objects (i.e. clothes, appliances, sports and hobby equipment.)
* **Dice or Spinner**



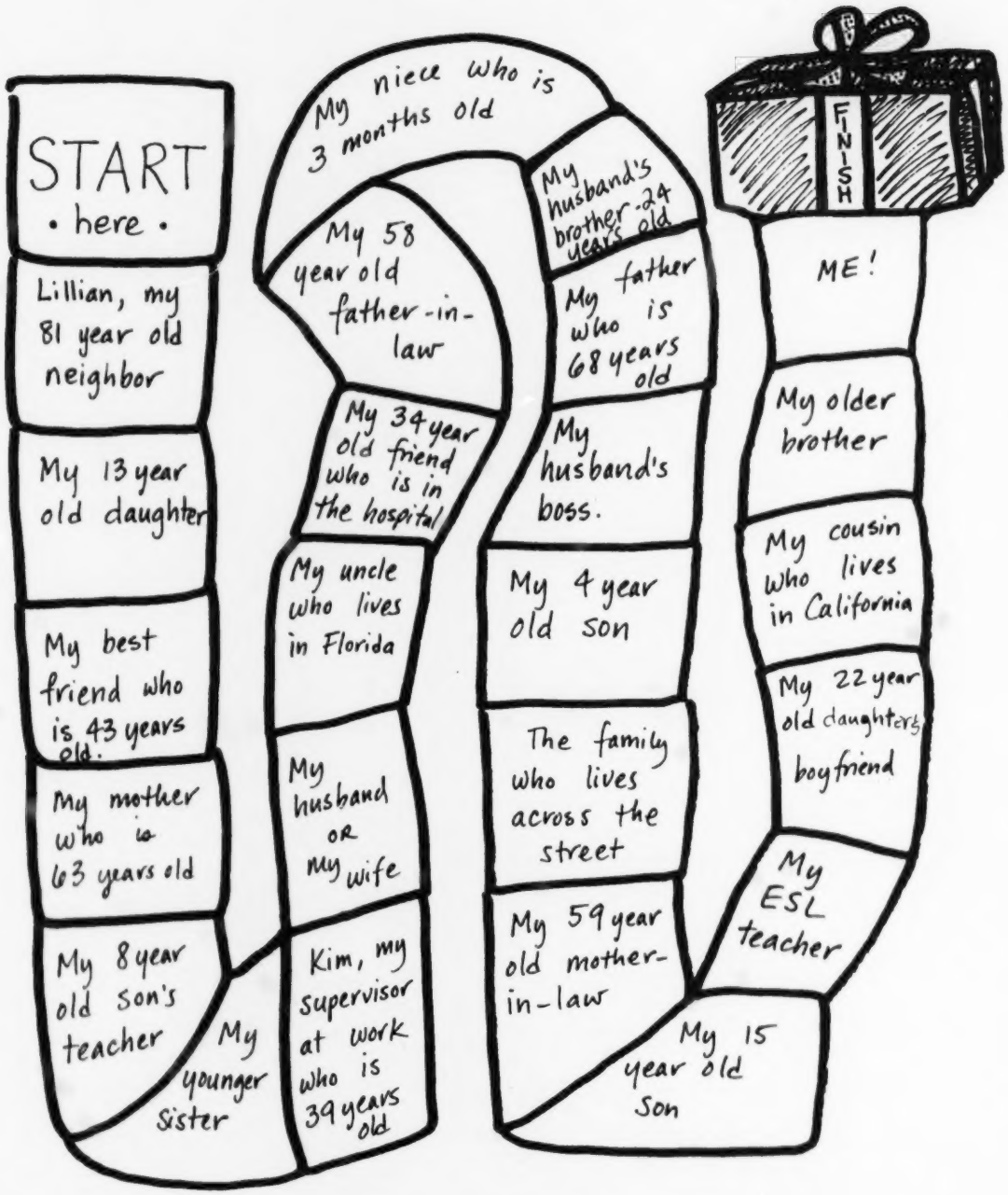
Playing the Game:

Deal cards to all players (up to four players per board). Players advance according to dice or spinner. After landing on a square, the player must choose an item from the cards in his hand to give to the person named in the square and give a reason. For example, "I'm going to give my son a sweater because he needs something warm to wear." The structure of the sentence can change depending on your student's needs. A variation might use the past tense: "I gave my sister a calendar because she always forgets what day it is."

Variations:

Many other subjects such as health issues, school experiences, and job interviewing can be adapted to "The Gift Game" format. Experiment with topics of interest to your student and have fun!

(Submitted and illustrated by Elizabeth Mitchell, TCH Training Project Trainer)


START
• here •
Lillian, my 81 year old neighbor
My 13 year old daughter
My best friend who is 43 years old.
My mother who is 63 years old
My 8 year old son's teacher
My younger sister
Kim, my supervisor at work who is 39 years old
My husband or my wife
My uncle who lives in Florida
My 34 year old friend who is in the hospital
My 58 year old father-in-law
My niece who is 3 months old
My husband's brother - 24 years old
My father who is 68 years old
My husband's boss.
My 4 year old son
The family who lives across the street
My 59 year old mother-in-law
My 15 year old son
My ESL teacher
My 22 year old daughter's boyfriend
My cousin who lives in California
My older brother
ME!
FINISH

THE BOARD

GAMES (continued)

Practice the future tense, for example, by playing "Pick-Up Sticks". Before taking a turn, each player announces..."I'm going to pick up __this red one__". "Go Fish" can be used to reinforce numbers and questions ("Do you have any __fives__?", "How many do you have?")

- Make up a game that fits your student's interests and ability, and that provides practice in a structure or with vocabulary you are working on.
- The "Fun and Games" section in your handbook is loaded with other game ideas.

As follow up activities, have student:

- Write up the instructions for or rules of the game.
- Explain or teach the game to another person.
- Teach you a game from her country.

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